

**Library Education & Human Resource Development--Discretionary
Grants to and Contracts with Institutions
of Higher Education and Library Organizations or Agencies
(CFDA No. 84.036)**

I. Legislation

The Higher Education Act (HEA) of 1965, Title II-B (Section 222), as amended by Public Law 102-325, the Higher Education Act Amendments of 1992 (20 U.S.C. 1021, 1022, 1023, 1031, 1032, and 1034) (expires September 30, 1997).

The Higher Education Amendments of 1992 changed the program title from Library Career Training Program to Library Education and Human Resource Development Program.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$1,000,000	1991	\$ 651,000
1970	4,000,000	1992	5,000,000
1975	2,000,000	1993	4,960,000
1980	667,000	1994	4,960,000
1985	40,000	1995	4,916,000
1990	570,000	1996	2,500,000

III. Analysis of Program Performance

A. Goals and Objectives

The Library Education and Human Resource Development Program assists institutions of higher education and library organizations and agencies to:

- Train persons in the principles and practices of librarianship and information science (including new techniques of information transfer and communication technology), and
- To recruit, educate, train, retrain, and retain minorities in the library and information professions.

B. Strategies to Achieve the Goals

Services Supported

The fellowships and institute grants are competitive and are available to institutions of higher education and to library agencies and organizations. Most fellowships and institute grants last for one year; the exception is doctoral fellowship grants, which can be continued for up to three years. In FY 1995 fellowships were targeted for persons seeking an advanced degree in library and information science, specifically, (1) persons seeking training in areas of library specialization where shortages exist, such as school library media, children's and young adult services, science reference, and cataloging; (2) persons who want to become library educators, with an emphasis on planning, evaluation, and research; and (3)

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persons seeking training in new techniques of information acquisition, transfer, and communications. In FY 1996 fellowships were targeted to only (1) and (3) above.

Target groups for institutes, remained the same in FY 1995 and FY 1996. These were for library personnel--primarily school and public librarians (1) pursuing areas of library specialization where there are currently shortages, such as school media, children's services, young adult services, science reference, and cataloging; (2) serving the information needs of people who are elderly, illiterate, disadvantaged, or residents of rural America; or (3) studying new techniques of information acquisition, transfer, and communications technology.

Since the beginning of the program in 1966, fellowships for training in institutions of higher education have assisted 1,503 persons at the doctoral level, 282 at the post-master's level, 3,365 persons at the master's level, 16 at the bachelor's level, and 53 at the associate level. During this same period, institutes have trained or retrained over 25,000 librarians.

Strategic Initiatives

The major initiatives undertaken in FYs 1995-1996 were as follows:

- Provide technical assistance to grantees and potential grantees.
- Clarify application policies, procedures, and evaluation standards; and
- Redesign the annual performance report.

IV. Planned Studies

None.

V. Sources of Information

Program files.

VI. Contacts for Further Information

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